

Third Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>3.R.1.1 Students are able to use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use phonetic generalizations (for example: blends such as bl, tr; digraphs such as ch, sh, th, ea, oa; diphthongs such as oy, ow, au; and schwa); • recognize high-frequency and common sight words; • acquire knowledge of functional and content area words (for example: identify, locate, describe); • attend to punctuation, phrasing, and expression when reading.
(Analysis)	<p>3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use comprehension strategies (for example: making and confirming predictions, questioning, visualizing); • use prior knowledge to make connections from text-to-self, text-to-text, and text-to-world; • make predictions before and during reading by using the table of contents, chapter headings, title page, and illustrations.
(Knowledge)	<p>3.R.1.3 Students are able to identify text organizational features and their purpose in fiction and informational text. For example: fiction—table of contents, chapter headings, title page, illustrations, poetic forms; informational—glossary, table of contents, headings, bold print</p>

Third Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	3.R.2.1 Students are able to locate, describe, and use text structures to expand meaning in a selection. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> sequence the main events of a story; locate descriptive words and phrases; describe the main problem and its solution.
(Analysis)	3.R.2.2 Students are able to distinguish differences among various literary elements and devices in grade level text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> compare character traits, goals, settings, and plots in and between stories; describe setting similarities in two different stories by the same author; compare rhyme patterns in different poems.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> connect personal traditions and experiences to ideas expressed in literature (for example: holidays, celebrations, time periods).

**Third Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	3.R.4.1 Students are able to gather information to research a topic. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• use text marking and organizing strategies to identify essential ideas (for example: sticky notes, highlighting and guided note-taking, webbing, Kidspiration software);• locate information from multiple sources for reference purposes (for example: almanac, atlas, web sites, maps, CD-ROM, traditional encyclopedia);• use features of books to locate information (for example: table of contents, headings, bold print, index, topic sentences, key words, guide words, illustrations, charts, maps, tables, graphs, diagrams).
(Application)	3.R.4.2 Students are able to utilize a set of directions, a model, or diagram in order to complete a project.

**Third Grade Reading
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• apply decoding, word recognition skills, and comprehension strategies to develop vocabulary, to increase fluency, and to construct meaning from challenging text;• independently describe and use literary elements, devices, text structures, and text features to expand meaning;• gather and organize information for study and research purposes.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• use decoding, word recognition skills, and comprehension strategies to develop vocabulary, to increase fluency, and to construct meaning from text;• identify various literary elements, devices, and text structures;• locate and describe text organizational features;• gather information for research and other projects.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• attempt to use decoding, word recognition skills, and comprehension strategies to develop vocabulary, increase fluency, and to construct meaning from text;• identify basic literary elements;• gather and organize information, with support.

**Fourth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.R.1.1 Students are able to apply knowledge of complex word patterns to determine meaning of unfamiliar words. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use contractions, syllabication, and words borrowed from another language; • determine word meanings by applying knowledge of root words, prefixes, and suffixes.
(Analysis)	<p>4.R.1.2 Students are able to apply strategies to construct meaning from grade-level text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use prior knowledge or context clues to interpret difficult text; • use comprehension strategies (for example: making connections, questioning, visualizing, determining importance of content ideas); • summarize the main message after reading the selection; • determine key ideas and supporting details and record them in a graphic organizer.
(Application)	<p>4.R.1.3 Students are able to use organizational features of fiction and informational text to activate prior knowledge and to make predictions about text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • predict the use of vocabulary in an informational selection by sorting bold-faced words into categories; • use the table of contents, headings, bold print, and captions to make predictions about text; • recompose headings into questions; • make predictions about a story by previewing the table of contents, chapter headings, title page, and illustrations; • use the glossary to check meaning.

Fourth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>4.R.2.1 Students are able to identify text structures and the specific text that demonstrates that form of organization.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare various structures of ideas that are embedded in the organization of text (for example: compare/contrast, problem solving, description, and sequence); discuss the structure of the various genres (for example: traditional literature including folktales, fairytales, legends; contemporary realistic fiction; historical fiction; fantasy; poetry; non-fiction including biographies and autobiographies; international literature; and informational text).
(Analysis)	<p>4.R.2.2 Students are able to compare and contrast various literary elements and the use of literary devices.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare and contrast literary elements (for example: character traits, settings, plots, and themes); examine text to determine the use of literary devices (for example: alliteration, personification, and imagery).

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>4.R.3.1 Students are able to compare the use of fact and fiction in historical and contemporary realistic fiction.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> question and conclude whether literary situations presented are fact or fiction (for example: interviews, books, articles, and online searches).

**Fourth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.R.4.1 Students are able to gather and organize information for study and research purposes. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use text-marking strategies to identify essential ideas (for example: sticky notes, highlighting); • locate information from multiple sources for reference purposes (for example: almanac, atlas, websites, maps, CD-ROM, traditional encyclopedias; magazines such as <i>National Geographic</i>, <i>Ranger Rick</i>); • use parts of books to locate information (for example: table of contents, index); • compare information about one topic found in different selections or texts; • learn and use a form of note taking that is personally effective (for example: webs, lists, Inspiration software, other graphic organizers).
(Application)	<p>4.R.4.2 Students are able to use text features and graphic features to categorize information and to gain meaning from informational materials.</p> <p>For example: topic sentences, key words, diagrams, illustrations, charts, maps, tables, graphs, and diagrams</p>

Performance Descriptors	
Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • apply decoding and comprehension strategies to expand vocabulary and construct meaning from challenging text; • analyze and describe literary elements, literary devices, and text structures and features, including those from a variety of historical and contemporary perspectives; • locate and determine the importance of information for use in study and research.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • apply knowledge of sentence structures, complex word patterns, and comprehension strategies to acquire vocabulary and construct meaning from grade level texts; • distinguish similarities and differences in literary elements, literary devices, and text structures and features to facilitate comprehension across genres; • gather and organize information for study and research purposes.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • use word recognition skills and comprehension strategies to acquire vocabulary and construct meaning from text at their instructional level; • identify basic literary elements; • gather and organize information, with assistance.

**Fifth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.R.1.1 Students are able to use knowledge of word categories and word parts to determine meaning of unknown words. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • decipher the meaning of difficult words by applying knowledge of root words, prefixes, suffixes, affixes, and syllable breaks; • understand word categories (for example: synonyms, homophones, homographs, antonyms, acronyms, abbreviations, compound words, multiple-meaning words).
(Application)	<p>5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • preview text structure and text features to determine content; • use discussion and questioning to comprehend unfamiliar text; • create mental imagery from text; • use prior knowledge and experiences to predict and infer in unfamiliar text; • determine the importance of key ideas and supporting details, and record them using various graphic organizers; • explain figurative use of words in context (for example: similes, metaphors, personification, idioms, oxymoron).
(Analysis)	<p>5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • design graphic organizers and record key ideas and supporting details using table of contents, headings and subheadings, bold print, captions, index, graphs, tables, and charts; • make predictions about story plots, themes, settings, and characters by studying the table of contents, chapter headings, title page, and illustrations.

**Fifth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> analyze various structures of ideas including cause/effect, comparison/contrast, problem solving, description, and sequence (for example: sequential, chronological, spatial); examine the structure of the various genres (for example: traditional literature such as folktales, fairytales, myths, legends, work songs; contemporary realistic fiction; historical fiction; science fiction and fantasy; poetry; informational text including biographies and autobiographies; international literature).
(Comprehension)	<p>5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe how character traits, plots, themes, mood, and point of view affect a story; describe how literary devices affect sensory perceptions of a selection (for example: alliteration, metaphor, simile, personification, imagery, symbolism, onomatopoeia).

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.R.3.1 Students are able to question and compare literary selections from the perspective of various cultures and time periods. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> consider author and time period perspectives when evaluating the authenticity and validity of the work (for example: Civil War—North vs. South perspectives, Revolutionary War—British/Canadian/Colonist perspectives); consider the author's ethnicity and/or age in relationship to the historical period (for example: Laura Ingalls Wilder); consider how the selection is influenced by external factors (for example: socio-economic status, environmental issues, prejudicial language, stereotypes).

**Fifth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.R.4.1 Students are able to locate and determine the importance of information for use in study and research.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> locate information from multiple sources for reference purposes (for example: almanac, atlas, websites, maps, CD-ROM, encyclopedia); use parts of books to locate information (for example: index, appendix, pronunciation guide); compare information about one topic found in different selections or texts; learn and use meaningful forms of note taking (for example: outlines, webs, note cards, lists, Inspiration software, other graphic organizers); use text-marking strategies to identify essential ideas.
(Application)	<p>5.R.4.2 Students are able to use information from a variety of formats to make inferences and report conclusions.</p> <p>For example: tables, charts, maps, graphs, diagrams</p>

**Fifth Grade Reading
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • use context clues, word solving, and complex comprehension strategies to acquire vocabulary and construct meaning from challenging narrative, expository, and functional text; • analyze the purpose of figurative language; • examine and describe how literature can be used to better understand other time periods and events; • locate, determine the importance of, and synthesize information from multiple sources.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply decoding and comprehension strategies to acquire vocabulary and construct meaning from grade level narrative, expository, and functional text; • recognize the importance of literary elements, literary devices, and text organizational structures as they construct meaning across genres; • locate and determine the importance of information, and use it in study and research.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use knowledge of sentence structures, word patterns, and comprehension strategies to acquire vocabulary and construct meaning from text at their instructional level; • identify literary elements and text structures; • locate information for use in assignments.

3-5 Reading Standards

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Third Grade	Fourth Grade	Fifth Grade
3.R.1.1 (Application) Use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.	4.R.1.1 (Application) Apply knowledge of complex word patterns to determine meaning of unfamiliar words in order to acquire new vocabulary.	5.R.1.1 (Application) Use knowledge of word categories and word parts to determine meaning of unknown words.
3.R.1.2 (Analysis) Use comprehension strategies to read and understand unfamiliar words, phrases, and passages.	4.R.1.2 (Analysis) Apply strategies to construct meaning from grade level text.	5.R.1.2 (Application) Apply comprehension strategies to construct meaning from literary and content area text.
3.R.1.3 (Knowledge) Identify organizational features and their purpose in fiction and informational text.	4.R.1.3 (Application) Use organizational features of fiction and informational text to make predictions about text.	5.R.1.3 (Analysis) Analyze organizational features to determine important ideas and set background knowledge in fiction and informational text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Third Grade	Fourth Grade	Fifth Grade
3.R.2.1 (Application) Locate, describe, and use text structures to expand meaning in a selection.	4.R.2.1 (Knowledge) Identify text structures and the specific text that demonstrates that form of organization.	5.R.2.1 (Analysis) Determine the organizational structure of various texts in order to facilitate comprehension.
3.R.2.2 (Analysis) Distinguish differences among various literary elements and devices in grade level text.	4.R.2.2 (Analysis) Compare and contrast various literary elements and the use of literary devices.	5.R.2.2 (Comprehension) Recognize the importance of literary elements and literary devices, and consider how they affect the message.

**Reading Standards
3-5**

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Third Grade	Fourth Grade	Fifth Grade
3.R.3.1 (Application) Respond to ideas and attitudes expressed in literature by making personal connections.	4.R.3.1 (Analysis) Compare the use of fact and fiction in historical and contemporary realistic fiction.	5.R.3.1 (Application) Question and compare literary selections from the perspective of various cultures and time periods.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Third Grade	Fourth Grade	Fifth Grade
3.R.4.1 (Application) Gather information to research a topic.	4.R.4.1 (Application) Gather and organize information for study and research purposes.	5.R.4.1 (Application) Locate and determine the importance of information for use in study and research.
3.R.4.2 (Application) Utilize a set of directions, a model, or diagram in order to carry out a project.	4.R.4.2 (Application) Use text and graphic features to categorize information and to gain meaning from informational materials.	5.R.4.2 (Application) Use information from a variety of formats to make inferences and report conclusions.

